

DOCUMENT RESUME

ED 279 373

JC 870 131

TITLE Center for Articulation and Transfer Opportunities: Student Performance, Use of, and Satisfaction with Services Designed to Improve Transfer and Academic Success.

INSTITUTION Cuyahoga Community Coll., Cleveland, Ohio.

PUB DATE Mar 87

NOTE 21p.

PUB TYPE Reports - Evaluative/Feasibility (142)

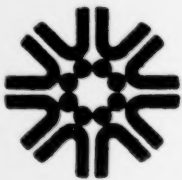
EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Articulation (Education); College Attendance; *College Bound Students; Community Colleges; Comparative Analysis; *Educational Opportunities; High Schools; High School Students; Participant Satisfaction; Program Effectiveness; Program Evaluation; Student Financial Aid; *Student Personnel Services; Student Recruitment; *Transfer Programs; Two Year Colleges; Two Year College Students; Urban Education

ABSTRACT

Cuyahoga Community College's (CCC's) Center for Articulation and Transfer Opportunities offers programs and services designed to increase opportunities and to improve the success of urban transfer students as they move from one level of education to another. The Center sponsors an intensive series of services and events designed to increase the information available to high school students, and to help them plan and prepare for college attendance. In order to measure the effects of the Center's articulation efforts, students enrolled at CCC from four target high schools were compared with similar students from other area high schools also enrolled at CCC. The results of this formative evaluation revealed that: (1) enrollments from the four targeted school increased over previous years; (2) a larger number of students from college preparatory curricula of targeted schools enrolled at the community college than in the previous years; (3) CCC retention rates for students from the targeted schools increased slightly compared to that of students from the other schools; (4) students from the targeted schools demonstrated less need for tutoring in basic skills than students from similar high schools; and (5) students from targeted high schools indicated a greater level of satisfaction with support services provided by the college than other students. The survey instrument is appended. (EJV)

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Cuyahoga Community College

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STUDENT PERFORMANCE,
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EXECUTIVE SUMMARY

In October 1984, Cuyahoga Community College announced its Center for Articulation and Transfer Opportunities. The Center is a leadership, coordinating and evaluative organizational structure for programs and services designed to increase opportunities and to improve the success of urban students as they move from one level of education to another. Over the past two years, the Center has focused a great deal of institutional attention on increasing articulation between the College and urban high schools. Intensive articulation efforts were centered at four area high schools during the Winter and Spring terms of 1985. These schools were Jane Addams, Collinwood, Shaw and Warrensville Heights High Schools. In order to measure the effects of these articulation efforts, students from the schools enrolled at Cuyahoga Community College were compared with students enrolled at the College from four similar local high schools. The four "matched" schools were Cleveland Heights, East Technical, Glenville, and John F. Kennedy High Schools. Students were also compared with a group of students from their own high schools who had enrolled at the College a year earlier. Enrollment and retention rates among the groups were compared. Their use of, and satisfaction with College support services designed to improve student retention and transfer were assessed. Evidence of students' initial planning for transfer were also compared.

The results of this formative evaluation indicate that Cuyahoga Community College's student-focused articulation efforts with "targeted" area urban high schools do have a positive impact on students as follows:

- o Enrollments increased over previous years from the four "targeted" urban schools;
- o A larger number of students from 'college preparatory' curricula of "targeted" schools enrolled at the community college than in previous years.
- o Retention rates at the community college for students from "targeted" high school increased slightly compared to that of students from comparable high schools or students from targeted schools who had enrolled at the College a year earlier.
- o Students enrolled from "targeted" high schools made greater use of selected support services than did students from similar but non-targeted high schools;
- o Students from "targeted" high schools demonstrated less need for tutoring in basic skills than students from similar high schools.

- o Students from "targeted" high schools indicated a greater level of satisfaction with support services provided by the College than other students.

Evaluation results support that in order for the College's articulation efforts to succeed at the high school level, such efforts must be both comprehensive and intensive. They must be comprehensive in that all information and services that a high school student would need to make a decision to attend the Community College must be made available to them. The services should be intense in that they must be continual. The College's presence in the high school must be maintained.

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I. INTRODUCTION

1. The Services: During the Winter and Spring terms of 1985, Cuyahoga Community College, through its Center for Articulation and Transfer Opportunities, sponsored an intensive series of articulation services and events. The services and events were designed to increase the information available to, and the awareness of high school students. The services were designed to help students plan and prepare for transfer to the College or other post-secondary educational institution. The sponsored events and activities included basic skills assessment for juniors and seniors, assistance in completing Cuyahoga Community College admission and financial aid forms, tours of the College's campuses, and academic and career counseling. Although the activities differed slightly for each high school group, students received an intensive introduction to the College and how they could benefit by enrolling in one of its pre-baccalaureate degree programs.
2. The High Schools and Students: The four schools selected for transfer articulation intensive efforts (referenced to as "targeted" schools) were Jane Addams and Collinwood High Schools within the Cleveland Public School District; Shaw and Warrensville Heights High Schools in the East Cleveland and Warrensville Public School Districts respectively. These schools are located in proximity to, and served primarily by the College's two urban and suburban campuses with highest enrollments of minority students. Jane Addams High School is also a "magnet school" specializing in data processing and business curricula preparation. Students (from) throughout the Cleveland District are enrolled in its programs. The student population at all four schools is predominately black. Two schools are located in suburbs with a predominantly black population. The four schools are located either on the east side of Cleveland or in eastern suburbs. Jane Addams, Collinwood, and Shaw High Schools are in the "draw area" of Cuyahoga Community College's Metropolitan Campus. Warrensville Heights High School is located in the draw area of the College's Eastern Campus.
3. The Questions: The evaluation was designed to assess the effectiveness of high school articulation efforts in two main areas: (a) student enrollment and retention, and (b) student use of and satisfaction with College support services. More specifically, the questions posed by the evaluation were as follows:
 - (a) Did high school transfer articulation intensive activities attract a larger number of students than in previous years to the College?
 - (b) What kind of high school students were attracted by transfer articulation intensive services?

- (c) Were high school and continuing transfer intensive support efforts likely to increase student retention at the Community College?
- (d) Were "targeted" students likely to make use of, and be more satisfied with support services designed to improve their likelihood of transfer success?

4. The Data: To assess the effectiveness of transfer intensive articulation efforts, academic and performance data was collected from high schools and college records. Three hundred and nineteen students from the targeted high schools enrolled at the College while 103 students at the non-targeted schools enrolled at the College. A questionnaire (Appendix A) was designed to collect additional student information and assess student use of, and satisfaction with College services provided while in high school as well as after enrolling at the College. For comparative purposes, data from College records and questionnaires were collected for a group of students who had enrolled at the College from schools comparable to those targeted for transfer articulation intensive services, and for a group of students who had enrolled from the targeted high schools during the previous year.

II. EVALUATION FINDINGS

The six questions outlined above are used to describe the results of the evaluation. The results are presented in this section.

- o Did high school based transfer articulation intensive activities attract a larger number of students to the College?

The services provided by the College at the four targeted high schools not only provided information and individual assistance to students, as designed, it also made them aware of the various advantages of enrolling at the two-year college as part of their planning for transfer to colleges and universities.

A survey administered at each high school several weeks after services had been provided showed that 71.2% of 153 students responded that they had a better image of the College after participating in sponsored activities than before such participation. Not only did such activities enhance the image of the College to students, but also affected their likelihood of enrollment. Of the students participating in articulation activities, 48.1% responded that they were more likely to enroll in the college after participation in the activities. Secondly, 36.8% of the students said that they would definitely enroll. In total, 74.9% of the students engaged in articulation activities responded that they were either more likely to enroll or would definitely enroll in the College immediately after graduating.

- o What kind of students were attracted to the Community College articulation activities?

The four comparable area high schools selected for comparison with the high schools targeted for services were matched along economic and

geographic factors, and composition. Students enrolled at Cuyahoga Community College from the two groups of schools were mailed a student support utilization and assessment survey. Three of the questions focused on educational and psychological characteristics.

Asked concerning what their program in high school was, their responses between the two groups of students differed significantly. The results are shown in Table 1.

TABLE 1
HIGH SCHOOL BACKGROUND OF STUDENTS ENROLLED AT CUYAHOGA COMMUNITY COLLEGE
FROM TARGETED VS. NON-TARGETED HIGH SCHOOLS

	<u>Targeted Students</u>	<u>Targeted Non-Students</u>
College Preparatory	28.6%	0.0%
Vocational	57.1%	44.3%
General	14.3%	55.7%

A possible explanation of the 0% for non-targeted students who enrolled with a College Preparatory background may be that students are more likely to consider enrollment in four-year schools. Targeted students, however, received greater exposure to the range of courses and career options available at the community college. They were, therefore, more likely to understand and accept the community college as a beginning of their four-year college education. The high percentage (57.1%) of targeted students enrolled in vocational programs is explained in part by the business magnet nature of one of the high schools in the targeted group (Jane Addams).

Related to a student's high school program background is the student's reason for selecting the community college. There was a noticeable difference between the two groups of students in this regard. These results are shown in Table 2.

Table 2
DIFFERENCES IN REASON FOR SELECTING THE COLLEGE AS DESCRIBED BY STUDENTS
ENROLLED AT CUYAHOGA COMMUNITY COLLEGE FROM TARGETED VS. NON-TARGETED
HIGH SCHOOLS

	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
To Transfer To a Four-Year School	25%	50.0%
To Complete a Vocational/Technical Program	67%	14.3%
No Definite Reason	8%	28.6%

Articulation activities appear to have attracted a large number of students who have set transferring to a four-year school as their educational goal. Students reasons for entering the community college also point to a difference in information known by the two groups. The students from targeted high schools are likely more aware of the possibilities of University transfer from community college than their counterparts at the non-targeted schools. Additionally, such students based on a better understanding of options offered at the community college, did not let a non-college preparatory high school program limit their aspirations for four-year college degrees, and recognized the community college as a viable entry point to achieving this goal.

- o Did high school transfer articulation intensive activities attract a larger number of students to the Community College from targeted high schools?

Not only did articulation activities attract a more varied student population, but such activities also resulted in a larger number of applicants who enrolled at the community college. Approximately 91% of targeted high school students applied to the college. Approximately 73% actually enrolled. The total number enrolled for at least one term from the targeted groups was 319.

In comparison to enrollments a year earlier, the number of students enrolled from targeted high schools increased by 70%. No articulation services were sponsored in the schools the previous year. Table 3 summarizes this data for each of the four schools.

Table 3
CHANGES IN COMMUNITY COLLEGE ENROLLMENTS FROM TARGETED HIGH SCHOOLS
(1984 to 1985)

High School	Community College 1984	Enrollment Levels 1985	Percent Change 1984-1985
Jane Addams	27	60	122.2%
Collinwood	25	30	20.0%
Shaw	74	120	
Warrensville	61	109	78.7%
Totals	187	319	70.6%

These unduplicated enrollment headcounts are for four consecutive quarters -- Spring, Summer, and Fall terms 1985 and Winter term 1986. Dramatic increases in community college enrollment levels over the previous year occurred for each of the four targeted high schools. The lowest increase was at Collinwood, where the intensity of effort and services offered were lower. Collinwood is also located furthest from any of the three community college campuses.

In addition to the total headcount enrollments comparisons with that from the same high schools during the same four quarters in 1984 was made. A comparison among enrollments in the community college as a percentage of

each high school graduating class over the past three years was also performed. These results also give some indication of the effect of the special articulation services at the high school level. Table 4 describes this comparison

Table 4
PROPORTION OF TARGETED HIGH SCHOOL GRADUATES WHO ENROLLED IN
COMMUNITY COLLEGE (1983-1986)*

High School	Percent of High School Class Enrolled at CCC AY'83-84	Percent of High School Class Enrolled at CCC AY'84-85	Percent of High School Class Enrolled at CCC AY'85-86
Jane Addams	11.9%	10.7%	15.5%
Collinwood	11.3%	8.7%	7.3%
Shaw	11.2%	7.8%	16.9%
Warrensville	12.0%	21.0%	37.5%
Totals	11.5%	10.6%	18.7%

AY'85-86 figures are estimated from size of graduating class from each school

The high school furthest from a campus and provided with the lowest level of service did not benefit as much as other schools. Activities in this school were comprised of basic skills assessment, a campus visit and some financial aid planning. Other schools received additional and more intense services over a longer period of time.

Tables 3 and 4 clearly demonstrate that articulation activities did increase the level of community college enrollment from the targeted high schools. The differential impact among high schools known to have had varying levels and amounts of service indicate the value of providing a comprehensive set of services (basic skills assessment, academic counseling, financial aid planning and assistance, and other intensive contact with college personnel) over an extended duration of time.

- o Were high school and continuing transfer intensive support efforts likely to increase student retention at the Community College?

*Table 4 shows the number of students enrolling in the community college in Summer or Fall term of one year divided by the number of students in the high school's graduating class for that same year. For example, the 85-86 figures are based on the number of students graduating from the four high schools in either June or August and entering the college in Summer or Fall term of 1985.

In addition to getting students to enroll in the college, the college is also interested in retaining students until they have completed their academic goals. Retention data was compared for students from the four targeted high schools and four non-targeted high schools for the Spring, Summer, and Fall terms of 1985 and Winter term of 1986. Transfer targeted high school enrollees is also compared to the retention a year previous to such targeting (1984). Retention level is measured by the number of terms in which a student was enrolled at the college.

Table 5
CUYAHOGA COMMUNITY COLLEGE RETENTION RATE FOR STUDENTS FROM TARGETED HIGH SCHOOLS,
(1984-1985 VS. 1985-1986)

School	Number of Students Enrolled One Term		Number of Students Enrolled Two Terms		Number of Students Enrolled Three Terms	
	84-85 vs 85-86		84-85 vs 85-86		84-85 vs 85-86	
Jane Addams	14 51.9%	46 76.7%	13 48.1%	12 20.0%	0 0.0%	2 3.3%
Collinwood	15 60.0%	17 56.7%	9 36.0%	13 43.3%	1 4.0%	0 0.0%
Shaw	51 68.9%	75 62.5%	22 29.7%	28 23.3%	1 1.4%	17 14.2%
Warrensville	37 60.7%	84 77.1%	21 34.4%	21 19.3%	3 4.9%	4 3.7%
Total	117 62.6%	222 69.6%	65 34.8%	74 23.2%	5 2.7%	23 7.2%

A comparison of CCC retention of students who enrolled for the same school during 1984-85 vs. 85-86 reveals that CATO's greatest effect of articulation activities was on student enrollment for one term. Results show that 197 of the students from these high schools enrolled for summer term 1985 compared to 29 from the same schools the previous summer (1984). A comparison of the number of students enrolled for more than two terms finds that in the case of targeted students (1985), 97 students were enrolled for more than 2 terms compared with 70 for 1984. That 27 additional students remained enrolled for two or more terms is evidence of the effect of articulation services on students while in high school.

Retention rates were highest for students who enrolled from Shaw High School. It is also the case that a larger number of students who enroll from Shaw in the College in Escrow program also remain at the college after taking college courses in the Spring of their senior year.

Also to determine the impact of articulation activities, retention of students from targeted high schools was compared with that for students from four comparable high schools that were not targeted for services.

Table 6
CUYAHOGA COMMUNITY COLLEGE RETENTION RATES FOR STUDENTS FROM TARGETED VS
NON-TARGETED SCHOOLS, 1985-86

Targeted High Schools	vs	Non- Targeted High Schools	Enrolled One Term		Enrolled Two Terms		Enrolled Three Terms	
			Targeted	Non-Targeted	Targeted	Non-Targeted	Targeted	Non-Targeted
Jane Addams		Cleveland Heights	46 76.7%	29 59.2%	12 20.0%	19 38.8%	2 3.3%	1 2.0%
Collinwood		East Tech	17 56.7%	2 40.0%	13 43.3%	3 60.0%	0 -	0 0.0%
Shaw		Glenville	75 62.5%	4 33.3%	28 23.3%	8 66.7%	17 14.2%	0 0.0%
Warrensville		John F. Kennedy	84 77.1%	20 54.1%	21 19.3%	15 40.5%	4 3.7%	2 5.4%
Total			22 69.9%	55 53.4%	74 23.2%	44 42.7%	23 7.2%	3 2.9%

A comparison across tables 5 and 6 shows that students enrolled at Cuyahoga Community College from non-targeted high schools had retention levels similar to those of students from targeted high schools before such services were available. The three term retention rates were similar for the two groups (2.7% and 2.9%). These two rates are lower than that for students who were targeted (7.2%). Thus, articulation activities appear to have increased whether students attended the college for a longer period of time or not.

By way of summary relative to retention, articulation activities increased the number of students who attended the college for at least two terms. Attracted a greater number of students to the college for one term of enrollment, and had a particularly good positive effect on students who first enrolled at the Community College through its "college credit while in high school" program.

- o Were targeted students likely to make greater use of, and be more satisfied with services designed to improve their likelihood of transfer success?

In addition to enrolling and retaining students, the college is also interested in seeing to it that students use college services designed to support them in the pursuit of their academic goals. To determine if targeted students used and were more satisfied with student support services, a survey was mailed to 422 students who enrolled at the college from targeted vs non-targeted high schools (ie targeted vs non-targeted students).

In general, targeted students made greater use of eight of the student support services. The services which targeted students used most frequently included:

- o Taking college prep courses while in high school
- o Financial aid planning (including comparing the cost of attending vs a four-year college)
- o SAT preparation
- o Basic Skills Assessment (English and Math) while in high school
- o Career Assessment
- o Assistance in applying for financial aid
- o Financial Aid Awards

Student utilization and satisfaction with available support services is discussed separately for each item.

Taking College Courses While in High School: 63.3% of the targeted students reported that they had been affected by the encouragement provided by the College to take college courses while still in high school. Among non-targeted students from matched high schools, no students had been encouraged to take such courses.

Table 7
STUDENT RESPONSE TO ENCOURAGEMENT TO TAKE COLLEGE COURSES WHILE IN
HIGH SCHOOL

	<u>Targeted Students</u>	<u>Non-Targeted Students (Matched Schools)</u>
College Courses Not Taken	36.4%	100.0%
College Courses Taken	63.3%	

Table 7.1
TARGETED STUDENT SATISFACTION WITH TAKING COLLEGE COURSES WHILE
IN HIGH SCHOOL

Satisfied	42.9%
Very Satisfied	57.1%

Financial Aid Planning, (Including Comparing the Cost of Attending Cuyahoga Community College vs a Four-Year School: Although 36.4% of the targeted students responded that they had made use of and were aware of

the college's assistance in financial aid planning, the majority of them (63.6%) had not made use of the service. No non-targeted student had used the service. This finding indicates that more can be done to communicate both the value of financial aid planning and the financial advantage of attending Cuyahoga Community College for two years before transferring to a four-year school. Of those students who used the available financial aid planning services, all were either satisfied or very satisfied. Table 8 describes utilization and satisfaction with the available financial aid planning service.

Table 8
TARGETED STUDENT USE OF AND SATISFACTION WITH FINANCIAL AID PLANNING SERVICES

<u>Utilization</u>		
Not Used	63.6%	100.0%
Used 1-2 times	36.4%	
<u>Satisfaction</u>		
Satisfied	55%	
Very Satisfied	45%	

Basic Skills Assessment in English and Mathematics While in High School: Assessing students' basic skills level in English and Math was a part of the services provided students in targeted high schools. The advantage of such assessment lies in the student's opportunity to have feedback concerning ones potential to do college level work and the opportunity to improve basic skills as needed - to do so by registering for college courses in developmental education.

Targeted CATO schools students made far greater use of the early opportunity to have their English skills assessed than did non-targeted students at the matched high schools (80% vs 50%). Targeted students were also more satisfied with the early English assessments than were the students from the matched high schools. Tables 9 shows the level of utilization and satisfaction with early English skills assessment.

Table 9
TARGETED VS NON-TARGETED STUDENT UTILIZATION OF AND SATISFACTION
WITH OPPORTUNITY FOR EARLY ENGLISH SKILLS ASSESSMENT

<u>Utilization</u>	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
Not Used	20%	50%
Used 1-2 times	40%	50%
Used 3-4 times	30%	
Used 4-5 times	10%	

Table 9 (cont.d)
 TARGETED VS NON-TARGETED STUDENT UTILIZATION OF AND SATISFACTION
 WITH OPPORTUNITY FOR EARLY ENGLISH SKILLS ASSESSMENT

<u>Satisfaction</u>	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
Neutral	16.7%	33%
Satisfied	50.0%	33%
Very Satisfied	33.3%	33%

The differences in utilization levels between targeted and non-targeted students as they related to early mathematics assessments was not as great as for early English skills assessment. Although about half of the non-targeted students had used early math assessments, only about 54% of the targeted students had done so. Targeted students were, however, more satisfied with the service.

The difference in use of the Basic Skills in math assessment and the English Assessments may result from the general fear of mathematics among these students. The college can benefit both itself and these high school students by encouraging them to take the Math assessment tests early and by encouraging a healthier attitude towards it among students. Table 10 compare the use and satisfaction levels of the CATO and matched high schools.

Table 10
 TARGETED VS NON-TARGETED STUDENT UTILIZATION OF AND SATISFACTION
 WITH OPPORTUNITY FOR EARLY MATH ASSESSMENT SKILLS

<u>Utilization</u>	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
Not Used	45.5%	53.5%
Used 1-2 times	36.4%	46.5%
Used 3-4 times	9.0%	
Used 4-5 times	9.1%	

<u>Satisfaction</u>		
Dissatisfied	16.7%	
Neutral	16.7%	50%
Satisfied	66.7%	50%

Tutoring in Basic Skills in English and Mathematics: In addition to assessing students skills in basic English and Mathematics, the College also provides tutors to assist students in the development of these skills in English and Mathematics. In this area, however, the students from the four targeted high schools did not utilize the service to the same degree as students from the non-targeted high schools.

Table 11
TARGETED VS NON-TARGETED SATISFACTION WITH BASIC SKILLS TUTORING

<u>Utilization</u>	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
Not Used	50%	15%
Used 1-2 times	10%	15%
Used 3-4 times	20%	10%
Used 3-4 times	10%	10%
Used 4-5 times	10%	50%
Satisfied	55%	50%
Very Satisfied	45%	50%

Career Assessment: The Career Assessment component of the special transfer articulation efforts with the high schools consisted of giving students the opportunity to interview college counselors to determine if the college would help them clarify and could assist them in reaching their goals. Targeted students were much more likely to have talked about their career goals and objectives with a college counselor than students from matched schools (70% vs. 0%). The majority (62%) of the targeted students using the service were either satisfied or very satisfied. Table 12 shows both utilization of and satisfaction with career Assessment Services.

Table 12
TARGETED STUDENT USE OF AND SATISFACTION WITH EARLY
CAREER ASSESSMENT SERVICES

<u>Utilization</u>	
Not used	30%
Used 1-2 times	40%
Used 3-4 times	20%
Used 4-5 times	10%
<u>Satisfaction</u>	
Dissatisfied	12.5%
Neutral	25.0%
Satisfied	37.5%
Very Satisfied	25.0%

Assistance in Applying for Financial Aid: Targeted high school students were assisted in becoming more aware of sources of financial aid and were assisted in implementing relevant applications. Such students made slightly greater use of this service than students from non-targeted high schools (80% vs. 75%). Satisfaction with early assistance in applying for

financial aid also differed between the groups. 66% of the targeted students were at least satisfied with such assistance compared to 50% of the non-targeted students. Table 13 describe both use of and satisfaction with early assistance in applying for financial aid.

Table 13
TARGETED VS NON-TARGETED STUDENT USE OF, AND SATISFACTION WITH
EARLY ASSISTANCE IN APPLYING FOR FINANCIAL AID

<u>Utilization</u>	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
Not Used	20%	50%
Used 1-2 times	60%	25%
Used 3-4 times	20%	25%
<u>Satisfaction</u>		
Very Dissatisfied	22.2%	
Neutral	11.1%	55%
Satisfied	22.2%	15%
Very Satisfied	44.4%	30%

Financial Aid Awards: Early assistance in applying for financial aid was provided to targeted students as a first step in ensuring that each recieved the kind and amount of financial aid for which he or she was eligible. The outcome of such assistance should have therefore been a better matching of financial aid awards received by targeted students. This opportunity did provide a slight advantage. About 64% of targeted students received some form of financial aid award compared with 60% of non-targeted students. Additionally, the targeted students tended to be more satisfied with their award packages than their non-targeted counterparts. Table 14 shows the data on student satisfaction with their Financial Aid awards.

Table 14
TARGETED VS NON-TARGETED STUDENT USE, SATISFACTION WITH
FINANCIAL AID AWARDS

<u>Utilization</u>	<u>Targeted Students</u>	<u>Non-Targeted Students</u>
No Award	36.4%	40%
Award	63.6%	60%
<u>Satisfaction</u>		
Very Dissatisfied	22.2%	
Neutral	11.1%	45%
Satisfied	22.2%	
Very Satisfied	44.4%	55%

Summary Of Use And Satisfaction With College Services: In general, targeted students made greater use of college services and were more satisfied with the services that they did use. The one exception was the use of tutoring in basic skills. The difference here may be the result of CATO attracting students more prepared to do college level work. Consequently, these students would not need basic skills tutoring as much as the students from the matched high schools.

III. CONCLUSION

A comparative analysis of the "targeted" and non-targeted" high schools clearly points out that the College's efforts to retain and assist students in seeking academic success and transfer services is clearly effected by when the services are offered. Services offered in the high school help students to better understand and plan for college. As a result the students from the targeted high schools are experiencing a much greater degree than the students from the non-targeted high school.

The results seem to be fairly clear, when the college makes a cooperative, coordinated effort to inform students of educational and transfer services, students do take advantage of them. As a result of using such services, students are much more likely to experience academic success not only at the college, but also when they transfer to four-year schools.



Cuyahoga Community College

District Administrative Services
708 Carnegie Avenue
Cleveland, Ohio 44116
216/348-4781

Office of Institutional
Planning and Research

April 14, 1986

STUDENT SUPPORT SURVEY

Dear Student:

Here at the College, we try to make sure that every student is helped to reach the purpose for which they enrolled. From time to time, it is helpful to know the extent to which out-of-class services are used and valued by students. We recognize that use depends on a number of factors - on the student, but also on whether students know what services are offered and even on when and how they are offered.

Your answers to the items in this questionnaire will help us better understand the reaction to these items by students such as yourself. Your answers will not be shared with anyone. We would like to make needed changes as quickly as possible. Please use the enclosed self-addressed envelope to return your answers within the next day or two.

Sincerely,

Janet D. Smith, Ph.D.
Assistant Vice President
Institutional Planning and Research

Attachment

1. In which program were you enrolled in high school?
☐ College prep.
☐ Vocational
☐ General
2. When did you first enroll at Cuyahoga Community College?
☐ Summer Quarter, 1985
☐ Fall Quarter, 1985
☐ Winter Quarter, 1986
☐ Spring Quarter, 1986
3. For what reason did you enter the College?
☐ To take courses necessary for transferring to a 4 year college
☐ To complete a vocational/technical program
☐ To get an Associate degree
☐ No definite reason
4. What is your current student status at the College?
☐ Full-time taking classes for credit
☐ Part-time taking classes for credit
☐ High School () Senior () Junior enrolled for Credit-in-Escrow
5. What is your major (program of interest) at CCC? _____
6. If you plan to get a degree from a 4-year school, when do you plan to?
☐ Sometime before completing a degree at CCC
☐ Directly after completing a degree at CCC
☐ After attending CCC and working for a while

7. For each service listed below, check (on the left hand side) the approximate number of times you have used the service. If, as far as you know, the service is not provided by the College, check under the space marked "Not available at the College." If a service is offered but you have not used it, check "I Have Not Used This Service." If you have used the service at all, rate how satisfied you have been with it on the right hand side. That is, mark your level of satisfaction only if you HAVE used the service.

PART A: USAGE

PART B: LEVEL OF SATISFACTION

NOT AVAILABLE AT CCC	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE			COLLEGE SERVICE OR PROGRAM	PART B: LEVEL OF SATISFACTION				
		1-2	3-4	4-5		VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
—	—	—	—	—	TRANSFER PLANNING SERVICES	—	—	—	—	—
—	—	—	—	—	1. Encouraged to take college prep courses while in high school	—	—	—	—	—
—	—	—	—	—	2. Information related to financial aid planning - including cost of CCC and four year college	—	—	—	—	—
—	—	—	—	—	3. High School to college education planning information related to engineering, math, physics, computer science, chemistry or biology	—	—	—	—	—
—	—	—	—	—	4. SAT preparation sessions	—	—	—	—	—
—	—	—	—	—	5. Opportunity to take CCC classes while in high school	—	—	—	—	—
—	—	—	—	—	6. Course of study guide for transfer planning	—	—	—	—	—
—	—	—	—	—	7. Matching with a student who plan to transfer from CCC to a four-year school	—	—	—	—	—
—	—	—	—	—	8. Match with a student who has transferred to a four year college	—	—	—	—	—
—	—	—	—	—	ACADEMIC ADVISING SERVICES	—	—	—	—	—
—	—	—	—	—	9. Basic skills english assessment while in high school	—	—	—	—	—
—	—	—	—	—	10. Basic skills math assessment while in high school	—	—	—	—	—
—	—	—	—	—	11. Class placement information	—	—	—	—	—
—	—	—	—	—	12. Tutoring in basic skills or other subjects	—	—	—	—	—
—	—	—	—	—	CAREER PLANNING SERVICES	—	—	—	—	—
—	—	—	—	—	13. Completion of an individualized educational plan (IEP)	—	—	—	—	—
—	—	—	—	—	14. Career assessment	—	—	—	—	—
—	—	—	—	—	15. College orientation program	—	—	—	—	—
—	—	—	—	—	FINANCIAL AID SERVICES	—	—	—	—	—
—	—	—	—	—	16. Assistance in applying for financial aid	—	—	—	—	—
—	—	—	—	—	OTHER	—	—	—	—	—
—	—	—	—	—	17. Financial aid award	—	—	—	—	—

8. Have you registered or plan to take classes at CCC next quarter?

☐ Yes. If yes, have you talked with a counselor? ☐ Yes
☐ No ☐ No

9. How is your CCC education supported? (Check all sources used)

☐ Student financial aid (federal or state)
☐ Work study or student employment
☐ Scholarship
☐ Employment outside the college
☐ Contribution from parents or relatives
☐ Loan from outside the College
☐ Employer

10. What is your age?

☐ 18 ☐ 23-25
☐ 19 ☐ 26-29
☐ 20 ☐ 30-39
☐ 21 ☐ 40-61
☐ 22 ☐ 62 or over

11. What is your racial/ethnic background?

☐ Afro-American/Black
☐ American Indian or Alaskan Native
☐ Caucasian American/White
☐ Mexican American/Chicano
☐ Asian American, Oriental or Pacific Islander
☐ Puerto Rican, Cuban or other Hispanic Origin
☐ Other
☐ Prefer not to respond

Thank you for responding. If you feel that we can assist you in any way, please do not hesitate to call.

Overseas Community College is an Affirmative Action/Equal Opportunity Institution.

ERIC Clearinghouse for
 Junior Colleges

APR 10 1987